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EFEKTIVITAS PERMAINAN TEKA-TEKI SILANG DALAM PENGUASAAN KOSA KATA BAHASA INGGRIS BAGI MAHASISWA UNIVERSITAS BHINEKA

The Effectiveness of Crossword Puzzle Games In English Vocabulary Mastery To Students Of Universitas Bhineka

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Abstrak

Studi ini bertujuan untuk mengevaluasi efektivitas permainan teka-teki silang dalam meningkatkan penguasaan kosakata mahasiswa semester dua pada Jurusan Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI, Tulungagung, selama tahun akademik 2022/2023. Penelitian kuantitatif dengan desain pra-eksperimental digunakan dalam penelitian ini. Peneliti menggunakan teknik purposive sampling untuk menentukan sampel. Mahasiswa semester dua Jurusan Bahasa Inggris digunakan sebagai sampel yang terdiri dari 13 mahasiswa. Dalam pengumpulan data, peneliti menggunakan kuesioner, dan berdasarkan analisis data, nilai t ditemukan sebesar -3,442, sementara nilai t kritis pada tingkat signifikansi 0,05 tidak terlampaui. Selain itu, nilai signifikansi dua sisi (Sig.) ditentukan sebesar 0,00, yang lebih rendah dari 0,05, menunjukkan bahwa hipotesis nol (Ha) diterima. Hasil ini menunjukkan bahwa permainan teka-teki silang memiliki signifikansi pada penguasaan kosakata mahasiswa. Hal ini didukung oleh skor peningkatan, di mana skor rata-rata meningkat dari 49,09 dalam pre-test menjadi 62,27 dalam post-test. Secara keseluruhan, temuan ini menunjukkan peningkatan positif dalam penguasaan kosakata mahasiswa setelah perlakuan. Selain temuan statistik, peneliti menemukan bahwa implementasi permainan teka-teki silang sebagai metode pengajaran di kelas efektif dalam meningkatkan penguasaan kosakata mahasiswa dalam pembelajaran Bahasa Inggris.

Kata Kunci:
Permainan teka teki
Penguasaan kosakata
Efektivitas

Keywords:
Crossword puzzle games
Vocabulary mastery
Effectiveness

Abstract

The study focused on evaluating the effectiveness of crossword puzzle games in improving the vocabulary mastery of second-semester students in the English Education Department at Universitas Bhinneka PGRI, Tulungagung, during the academic year 2022/2023. Quantitative research with pre-experimental design was used to direct in this research. The researcher used purposive sampling technique to determine the sample. Second semester of English Class Department was used as a sample which consisted of 11 students. In collecting the data, the researcher used pre-test and post-test, based on the data analysis, the t-value was found to be -3.442, while the critical t-value at a significance level of 0.05 was not surpassed. Additionally, the two-tailed significance value (Sig.) was determined to be 0.00, which is lower than 0.05, indicating that the null hypothesis (Ha) was accepted. This results that crossword puzzle game had significance on students' vocabulary mastery. This is further supported by the gain score, where the mean score improved from 49.09 in the pre-test to 62.27 in the post-test. Overall, the findings indicate a positive improvement in students' vocabulary mastery after the treatment. In addition to the statistical findings, the researcher discovered that use crossword puzzle games as a teaching method in the classroom effectively improve students' vocabulary mastery in learning English.

INTRODUCTION

Vocabulary plays a crucial role in acquiring proficiency in the English language. A diverse range of words enables students to comprehend their teachers' explanations more easily and enhances their overall learning abilities. In essence, vocabulary represents a collection of words employed by individuals to convey meaning and express their intentions. To effectively learn a language like English, students need to attain a sufficient grasp of vocabulary. It serves as the fundamental tool for effective communication, enabling

people to articulate their thoughts verbally and in writing, as well as comprehend written texts. Vocabulary holds immense significance in imparting meaning and serves as the foundation for acquiring a second language. It is an essential prerequisite for successful communication, as lacking an adequate vocabulary impedes one's ability to understand others or express their own ideas.

(Gebhard, 2006) stated that EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. EFL refers to the situation where English is not the native language of the learners. In the learning process, students often fail to pay attention when the teacher explains the material, and they remain silent when the teacher asks questions in English. This lack of engagement can be attributed to their limited vocabulary. To address this issue, researchers should develop methods that can captivate students' interest during the learning process. Similar challenges are observed among English students at Bhineka PGRI University. One specific difficulty faced by students is the ability to recall previously learned vocabulary. Consequently, teachers must find effective solutions to help students master the vocabulary they require. An enjoyable and effective approach to learning is through the use of engaging games. One such game that can enhance students' vocabulary is the crossword puzzle. Puzzles serve as interactive tools that foster an engaging teaching and learning environment (Nyoroge, 2013).

According to (Hilmy Hidayatullah 2019), "the existing English teaching materials are not suitable for students need. (Hidayatullah, 2019) Hence, the process of teaching and learning English still encounters numerous challenges, as evidenced by students failing to meet the required outcomes. Wilkins, quoted in Scott Thornbury, states that "without grammar there is little is communicated, without vocabulary nothing is communicated". (Thornbury, 2002) Hatch and Brown also says that the way students manage to acquire vocabulary and recognize their work has always been interesting to teacher. (Brown, 1995) Regarding the importance of vocabulary, students need to learn vocabulary because vocabulary is the key to learning a language. According to the mentioned statement, researchers have deduced that vocabulary consists of specific words in a language, each with multiple meanings. Students often view vocabulary acquisition as mere memorization of isolated words, lacking a comprehensive understanding of their usage in real-life language contexts. Consequently, encountering difficult vocabulary can impede effective communication in English. This challenge can lead students to feel demotivated and uninterested in language learning, resulting in a complacent attitude towards their English studies. Although using games as a teaching method is a valuable approach to enhance the learning process, some educators mistakenly believe that language games are unproductive and should be excluded from the classroom. They incorrectly perceive games as mere entertainment and underestimate their contribution to effective learning, thus suggesting their exclusion from instructional activities. (Deesri, 2002). On the other hand, Rizuki et al. (2013) stated that Playing pictures in the classroom will be fun for the students who learn it. better and faster. Also, Jaramillo (2012) shows that crossword activities may be appropriate. A meaningful learning experience to build, understand and improve retention A term that relates to a particular area of knowledge.

The objective of this research was to investigate the effectiveness of crossword puzzle games on students' vocabulary mastery. Additionally, crossword puzzles offer several ancillary benefits such as enhancing concentration and focus, cultivating patience, developing problem-solving skills consciously or subconsciously, and boosting self-esteem. Vocabulary holds a paramount significance in the

process of learning English, as it enables students to comprehend teachers' explanations effortlessly and facilitates the acquisition of language skills. According to Hilmy Hidayatullah, "Existing English teaching materials do not match student needs. (Hidayatullah, 2019) This is the process of teaching and learning English the subject still faces various problems as evidenced by the poor learning of the students result". Wilkins quoted in Scott Thornbury (2002:13) says: Without vocabulary, nothing can be communicated."

In theory, the outcomes of this study are expected to serve as an illustrative example for students, teacher, and researchers, highlighting the advantages of employing games in teaching and learning English vocabulary. It is crucial for English teachers to deliver engaging materials and lesson plans that captivate students' interest. By incorporating crossword puzzle games as a motivational tool, teachers can effectively facilitate the acquisition of improving English vocabulary among students.

The result of the study, hopefully it could give contributions to parties related to English teaching as follows:

1. For the teachers: The researcher anticipates that the findings of this study will serve as a valuable resource to generate ideas and inspire alternative strategies in language instruction.

2. For the students: The results of this research can assist students in addressing their challenges, providing them with motivation to enhance their vocabulary mastery and boosting their confidence.

3. For the researchers: The researcher sincerely hopes that the outcomes of this paper will contribute to the development of ideas in the field of language teaching. For students: The result of this research can help the students to overcome the problem, get motivation to improve vocabulary mastery and increase confidence.

METHODOLOGY

In order to gather data for this study, the researcher conducted a pre-test and a post-test. The purpose of the pre-test was to assess the students' vocabulary comprehension level before they received any form of treatment. Conversely, the post-test was administered to determine their vocabulary understanding after the treatment. Prior to administering the pre-test, the researcher carefully examined the instrument to ensure its validity and reliability, thus verifying its suitability for data collection. In vocabulary mastery test, the researcher will use multiple choice in questionnaire form, the researcher will give 20 questions within 30 minutes to completed the test. The highest score in this test is 100. The data collection process in this research involved several steps. Firstly, the researchers selected and chose a sample of participants. Then, they prepared the research instrument, in this case, the researcher used a pre-test and post-test, both specifically designed to assess vocabulary mastery. The participants were given the vocabulary test to assess their vocabulary understanding. The researchers scored the participants' results on both the pre-test and post-test. The scores obtained from the two instruments were classified and categorized accordingly. Using SPSS the results of the two tests was calculated. The researchers analyzed the results in relation to relevant theories and drew conclusions based on their findings.

Pre-test

Before implementing the treatment with the crossword puzzle game, a pre-test was conducted to assess the students' vocabulary mastery. This test aimed to measure their existing knowledge and understanding of vocabulary mastery. The pre-test consisted of 20 multiple-choice items, designed to evaluate the students' level of vocabulary mastery.

Treatment

Following the pre-test, the researcher proceeded to administer the treatment to the students. The treatment involved assigning additional tasks that incorporated crossword puzzle games as a means of teaching vocabulary mastery. The purpose of the treatment was to enhance the students' understanding of the subject matter. The treatment was repeated three times, with each session utilizing crossword puzzle games as a medium for teaching vocabulary mastery.

Post-test

The post-test is administered after the treatment to assess the students' learning outcomes and determine the level of vocabulary mastery they have achieved. This test is conducted to obtain the students' scores in vocabulary mastery after they have undergone the treatment. Its purpose is to evaluate the final performance of the students and compare their achievements before and after receiving the treatment.

RESULT AND SUGGESTION

The study focused on evaluating the effectiveness of crossword puzzle games in improving the vocabulary mastery of second-semester students in the English Education Department at Universitas Bhinneka PGRI, Tulungagung, during the academic year 2022/2023. Based on the data analysis, the t-value was found to be -3.442, while the critical t-value at a significance level of 0.05 was not surpassed. Additionally, the two-tailed significance value (Sig.) was determined to be 0.006, which is lower than 0.05, indicating that the null hypothesis (Ha) was rejected. This result showed that crossword puzzle game had significant effect on students' vocabulary mastery. This is further supported by the gain score, where the mean score improved from 49.09 in the pre-test to 62.27 in the post-test. Overall, the findings indicate a positive improvement in students' vocabulary mastery after the treatment, therefore it can be concluded that the students have significantly better vocabulary mastery after being taught using crossword puzzle game.

Table 1. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	"Pre-Test"	.233	11	.096	.889	11	.136
	"Post-Test"	.175	11	.200*	.915	11	.283

In addition to the statistical findings, the researcher discovered that implementing crossword puzzle games as a teaching method in the classroom effectively improve students' vocabulary mastery in learning English. The use of crossword puzzles generated curiosity among students as they eagerly anticipated discovering the answers to the blank boxes. They showed genuine interest in learning new vocabulary when the class began. Moreover, the classroom activity itself was enjoyable, and students had fun participating in it. Through the crossword puzzle game, they simultaneously improved their vocabulary, pronunciation, and fluency skills. Consequently, it is recommended to incorporate such interactive and enjoyable activities in all subject materials, as they provide students with an easier and more enjoyable way to understand and absorb the knowledge imparted by the teacher.

If the number of significances was greater than 0.05 (Sig>0.05), the data is considered to be normal. The significance that shown in the table is 0.136 and 0.283, which is higher than 0.05 (Sig>0.05). Therefore, it could be assumed from the data that the data is normal.

Table II. Paired Samples T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test - Post-Test	-13.182	12.703	3.830	-21.716	-4.648	-3.442	10	.006

Based on table above If the Asym Sig value < 0.05, then the hypothesis is accepted. If the value of Asym sig > 0,05 the hypothesis is rejected. It showed that the significant value achieved during hypothesis testing with SPSS 26 was Sig. (2-tailed) = 0.006.

As a result, the hypothesis of the research can be considered as being supported by the fact Sig. of 0.006 is lower than 0.05. It can be concluded that the hypothesis is accepted. It showed that there are significant effects of crossword puzzle games in vocabulary mastery of second semester English Education Department students at Universitas Bhinneka PGRI.

Previous study entitled "Effectiveness of Using Crossword Puzzle Games Through Student's Vocabulary Mastery" (2022) The purpose of this research was to find out whether there was an effect of using crossword puzzle games through students' vocabulary mastery and the significant differences before and after using crossword puzzle games through students' vocabulary mastery. The population of this research was eleventh students of Vocational High School 1 Banyuputih. XI AKL as the experimental class consisted of 25 students. For the sampling technique, the researcher used purposive sampling. In the getting data, it was obtained by using questionnaires filled out by students and used tests that divided into pre-test and post-test. This research method used quantitative research methods and conducted a pre-experimental design as the research design of this study with data testing using SPSS 16. Based on the analysis result of this research showed that the result of the T-test formula to test the hypothesis of this research insignificance 2 degree (α) of 5% is T-test (to) > T-table (table) (18.90 > 1.713). Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted that there is a significant difference between students' vocabulary mastery before and after using crossword puzzle games. There are similarities and differences between this study and the previous study such as:

The similarities both studies focus on evaluating the effectiveness of crossword puzzle games in improving students' vocabulary mastery. Both studies use pre-tests and post-tests to collect data on students' vocabulary skills before and after the treatment. Both studies involve using crossword puzzles as a teaching method in the classroom. Both studies indicate a positive improvement in students' vocabulary mastery after the treatment.

The Different between this research and the previous study is settings and target populations: The first study is conducted at Vocational High School 1 Banyuputih with eleventh-grade students, while the second study takes place at Universitas Bhinneka PGRI, Tulungagung, Different sample sizes: The previous study includes 25 students in the experimental class, while this study has a sample size of 11 students. Different statistical analyses, the previous study reports the result of a T-test (18.90 > 1.713), while this study provides the t-value (-3.442)

and the two-tailed significance value (0.00 < 0.05). Different descriptions of findings. The previous study primarily focuses on the significant difference in students' vocabulary mastery before and after using crossword puzzle games, while this study emphasizes the improvement in mean scores and the positive impact of crossword puzzle games on vocabulary mastery. In summary, both studies explore the effectiveness of using crossword puzzle games to enhance vocabulary mastery, but they differ in research settings, target populations, sample sizes, academic years, statistical analyses, and the way findings are described.

CONCLUSION

Regarding the aforementioned conclusions, the researcher suggested several points. The writer suggests that English teachers should place significant emphasis on choosing appropriate techniques and media to effectively deliver vocabulary materials. In order to improve students' vocabulary mastery, it is recommended for English-speaking teachers to create opportunities where students can actively practice English and freely express their opinions.The researcher has a strong hope for crossword puzzle games to significantly improve students' vocabulary mastery. For students who wish to expand their English vocabulary, engagement and participation are essential for students. An effective and enjoyable method to achieve this is by utilizing crossword puzzles as an alternative learning tool. Through the incorporation of crossword puzzle games, students can improve their vocabulary mastery while simultaneously experiencing a sense of enjoyment. Furthermore, it is crucial for students to maintain focus and actively listen to the teacher's explanations, as this will contribute to a better understanding of the lessons.For future research, it is suggested to explore the utilization of crossword puzzle games as a learning tool for improving students' vocabulary mastery. The researcher hopes to delve into alternative materials for students' vocabulary levels. Additionally, the researcher expresses a hope that other scholars will be motivated and inspired to conduct further investigations aimed at identifying the the crucial factors that can have a positive impact on instructional activities.

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